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AUTHOR George, K. M.
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ABSTRACT

Southern Regional Research Project S-114 was initiated to obtain a better understanding of why students select agriculture as a college major and to study the factors related to their career choices; as a part of this study, in 1977 characteristics of agriculture students at two regional state universities in Kentucky were determined. The similarities and differences between students at Murray State University and Western Kentucky University with their counterparts attending the 1862 land grant universities in the South were also compiled. Agricultural students at the two regional schools were more rural, had greater numbers of parents working as full time farmers, and had more parents with lower incomes and educational attainment. Twice as many took agricultural courses in high school. Sixty-eight percent of the regional state university students expected to farm alone compared to 29 percent of the agriculture students in land grant universities. When asked to respond to statements on women's rights and ecological issues, the Kentucky students were more traditional in their views. Tabular data on all groups of respondents summarize background characteristics, high school and work experience, factors and people affecting career choices, college activities, financial support, educational aspirations and expectations, occupational and income expectations, attitudes, and perceptions on the field of agriculture and agriculture students. (DS)

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A PROFILE OF AGRICULTURE STUDENTS AT REGIONAL STATE UNIVERSITIES

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A Preliminary Report on Data from Southern Regional Research Project S-114*

*Southern Regional Research Project S-114: "Defining and Achieving Life Goals: A Process of Human Resource Development."

This report was prepared by K. M. George, Associate Professor, Department of Sociology and Anthropology, Murray State University

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A PROFILE OF AGRICULTURE STUDENTS AT REGIONAL STATE UNIVERSITIES

Introduction

Departments of agriuclture in U.S. colleges and universities have been experiencing phenomenal growth in enrollment in recent years. A matter of considerable interest to the administrators and the faculty of agricultural schools, besides the sheer increase in enrollment, is the fact that the new agriculture students are in some significant ways different from agriculture students of the past. Increasingly, a much higher proportion of the new students are female and urban-born and they appear to be preparing themselves to enter into agriculture-related occupations rather than preparing themselves to enter into agriculture as a way of life.

The shift in the kind of students coming to the field of agriculture is bound to have important implications not only for the schools where they are to be trained but also for larger issues of manpower and food production. The farm population in the U.S. has been declining steadily in number since World War II. But our need or obligation to produce larger and larger amounts of food has not been declining but increasing all along. Therefore, the changes taking place in schools of agriculture are not only of significance to the school itself or the state in which the school is located but they are tied to the future well-being of the nation and the world.

In this changed context, it is a matter of theoretical and social policy relevance to know who are the new agriculture students, what are their characteristics, and what are their aspirations for the future. Further,

the training of agriculture students in the U.S. has been traditionally a responsibility of the land grant colleges. However, regional state universities and private institutions of higher education are also involved in providing agriculture-related education to their students. This shared responsibility of educating agriculture students may also have implications for the kind of students the two systems of instruction attract.

The purpose of this paper is to report in broad outline the findings of a study of agriculture students at two regional state universities in Kentucky.* This study was carried out as part of a larger research effort by the southern land grant institutions under the title Southern Regional Research Project S-114 ("Defining and Achieving Life Goals: A Process of Human Resource Development"). The major objective of this research was to obtain a better understanding of the reasons why students select agriculture as their major as well as to study the factors related to their career choices. This report presents the results of that portion of the general survey which describe the characteristics of agriculture students at the regional state universities. In addition, this report attempts to show some of the similarities and differences between agriculture students at the two regional state universities and their counterparts attending the 1862 land grant universities of the south**.

Data for this study were collected during the spring and summer of 1977 through a mailed questionnaire. The sample for the regional state universities agriculture students consists of two subsamples: one for Murray State University and the other for Western Kentucky University. Each subsample was drawn from a list of all students majoring in agriculture at their respective univer-

*Murray State University and Western Kentucky University

**1862 Land grant Colleges: Arkansas, Auburn, Clemson, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Tennessee, Texas A&M, Texas Tech, Virginia.

sities during the 1977 spring semester. To ensure an adequate sample size 150 students were randomly picked from the list for each university. The sample for the land grant institutions was drawn from similar lists of agriculture students in the different universities. From these lists a fifteen percent random sample was drawn. Two mail follow-ups and one direct contact were used to improve response rates. The overall response rate for agriculture students at the regional state universities was 78 percent (N-233), a somewhat higher response rate than that for the land grant schools. The questionnaire contained a variety of questions related to the students' social background, educational experiences, and career orientations.

In this report comparisons are made between the regional state universities sample and the 1862 land grant schools sample (N=2535). The areas of interest covered in this report are: 1) general background characteristics of the respondents; 2) high school characteristics; 3) work experiences; 4) people deemed influential in respondents' selection of his/her major; 5) things deemed important by the respondent in choosing his/her college major; 6) goals and expectations; and 7) selected agriculture-related attitudes of the respondent. Results are presented in percentage form.

General Background Characteristics (Table 1)

An examination of the general characteristics of the study population shows that the regional state university agriculture students, while sharing certain characteristics with their counterparts in the southern land grant institutions, differ from the latter significantly in a number of other characteristics. In racial composition and citizenship, the regional state

university students are very similar to the students in the land grant schools. Approximately 95 percent of the regional state university agriculture students are white, and almost all of them are citizens of the United States. The proportion of female students at the regional state universities is about five percent lower than that of the land grant schools. Nearly 23 percent of the regional state university students are females. Additionally, a slightly higher proportion of the regional state university agriculture students are married.

Some significant differences exist between the two groups of students in their residence background and types of communities in which their parents were raised. The regional state university students and their parents are far more rural than their counterparts in the land grant universities. Farm or open country residence was claimed by approximately 57 percent of the regional state university students, a proportion twice as great as that of the land grant schools. Equally significant is the fact that the number of the regional state university students whose parents were raised on the farm or in the open country was almost 24 percent greater than students in the land grant institutions. The regional state university students reported that well over 60 percent of their fathers and mothers were raised on a farm or in the open country. Current residence of parents of the regional state university students has remained more rural. Fifty-six percent of the parents of the regional state university students live on a farm compared with 24 percent of the parents of students attending land grant universities. Furthermore, it is worth noting that nearly 42 percent of the parents of the regional state university students are full-time farmers compared to only 33 percent of the parents of land grant school students.

In terms of their parents' average yearly income and educational attainment, the regional state university students have a significantly greater representation at the lower ends of the scales than do their counterparts in the study population. Over 20 percent of the regional state university students report their parents' income to be below $10,000 per year, and the range of income of about 25 percent of this group is between $10,000 and $15,000 per year. Equally noteworthy is the fact that 29 percent of the fathers and 24 percent of the mothers of the regional state university students have had less than 12 years of schooling.

Still another significant difference between the regional state university students and students at the land grant universities is their political orientation. The regional state university students are less conservative than either their parents or the other students in the survey. It is interesting to note, however, that while the regional state university students claim to be less conservative than their counterparts in the study, they are also less liberal, indicating that a large proportion of them claim to be moderate in matters of politics.

High School Background (Table 2)

The regional state university students shared with their counterparts in the land grant universities a number of characteristics with respect to secondary education. However, in some areas of interest, the regional state university students appear to vary from the students in the land grant schools. The regional state university students had a somewhat lower grade point average in high school than did the students attending the land grant institutions.

A much higher proportion of the regional state university students reported that the high schools from which they graduated offered courses in agriculture and that twice as many of the regional state university students as land grant school students took courses in agriculture in high school. Among the regional state university students who said that their decision to major in agriculture was influenced by some course offered in high school, 76 percent said it was an agriculture course. Only less than half of land grant university students were similarly influenced. A smaller proportion of high schools attended by students in the land grant institutions offered courses in agriculture.

In general, participation rates in high school activities for both the regional state university students and the land grant school students were similar. However, in most categories of activities, the regional state university students had a higher participation rate. The difference between the two groups of students is particularly noticeable in agriculture-related activity groups such as 4-H, FFA, FHA, and other vocational clubs in which the regional state university students had significantly higher participation rates.

Work Experience (Table 3)

Figures show that the regional state universities had a significantly larger percentage of students reporting work experience on a farm; however, the proportion of the regional state university students reporting non-farm work experience was slightly lower than that of the land grant schools. Seventy-six percent of the regional state university agriculture majors stated that they worked on their parents' farm. Nearly 70 percent said that they worked as hired ecmployees on other farms or ranches. Fewer than 50 percent

of the land grant university students claimed farm work experience, either on a home farm or as a hired employee.

People Deemed Important in Influencing Choice of Major (Table 4)

Parents, college teachers, and college friends, in that order, were mentioned most often as persons most influential in the respondents' choosing agriculture as their major for both groups of students in this study. The proportion of the regional state university students indicating the influence of parents in the choice of major was almost eight percent higher than that of the other group in the survey. Seventy-three percent of the regional state university sample cited the influence of their father. A significantly higher percentage of the regional state university students mentioned the influence of other individuals: college teacher/advisor (47 percent); vocational agriculture teacher (37 percent); college friend (37 percent); and former students (28 percent). Among others deemed influential by students in this survey were county extension agents, veterinarians, high school teachers, and high school friends.

Things Deemed Important in Choosing Major (Table 5)

The primary reason that both the regional state university and the other students in the study chose their present major was to prepare for a career. Almost 95 percent of respondents mentioned career preparation as "very important" or of "some importance." The second most important reason indicated by both groups of students was "preference for country life." Eighty-five percent of the regional state university students checked this item whereas only 76 percent of the land grant university students gave "preference for country life"

as a reason for choosing this major. A desire to help others figured prominently in their decision to choose agriculture as a major both for the regional state university students and the other students. The promise of a good income also played an important part in the students' choice of major. Seventy-two percent of the regional state university students and 56 percent of the other students checked "to insure good income" as a factor in their decision. Similarly, a much higher proportion of the regional state university students credited their successful experience in agriculture as "important" or "very important" in selecting agriculture as their major. Other factors, such as "my family thought it would be best," "had a course related to this in high school," and "had a course related to this in college" were listed by both groups of students as having some, but less, importance in their choice of major.

Membership in College Organizations (Table 6)

An examination of the organizational membership of agriculture students indicates that individuals in both study populations participate in numerous college organizations. There is one significant difference in participation rates: the proportion of the regional state university students having membership in agriculture-related organizations is twice as great as that of the land grant university students. Nearly 28 percent of the regional state university students participate on judging teams compared to only 13 percent of the other students, and about 18 percent of the regional state university students have membership in college 4-H, FFA, and FHA compared to only nine percent of the students from land grant universities.

Sources of Funds for College Education (Table 8)

Students in the survey reported a number of sources of funding for their college education. The major sources of financial support cited by the regional state university students are their savings, summer jobs, parents' savings, and part-time work while in college, in that order. Students from the other institutions indicate parents' savings, summer jobs, their own savings, and part-time work in college, in that order, as the major sources of financial support. Interestingly, a higher proportion of the regional state university students depend on scholarships and student loans and grants for their education than do their counterparts in the other schools. About 38 percent of the regional state university students list scholarships as a source of their funds. Almost an equal proportion list student loans and grants as sources of their financial support for college education.

Goals and Aspirations

Educational goals of students attending the regional state universities are slightly higher than those of their counterparts in the study. A somewhat higher proportion of the regional state university students wish to obtain degrees beyond the bachelor's level than do students in the land grant schools. When asked how much education they expect to obtain, the response of both groups of students suggests that they may, of necessity, have to settle for less than what they wish to have. Nine percent of the regional state university students surveyed expect to discontinue their schooling before obtaining a bachelor's degree. Only slightly over two percent of the regional state university students believe it possible for them to earn a doctoral degree although 18 percent of them indicated a desire for such a degree. Eighty-seven

percent of the regional state university sample who plan to continue to do graduate work (Table 10) hope to do so in agriculture. Furthermore, over half of those planning on graduate work expect to remain at their present university to complete their studies.

Farming Plans and Residential Preference (Table 11)

About 22 percent of the sample expect to inherit a farm, and a significantly higher percentage foresee the possibility of inheriting one. It is noteworthy that the proportion of the regional state university students expecting to farm alone is 68 percent compared to only 29 percent of agriculture students in the land grant universities.

An important difference between the regional state university students and land grant university students concerns residential preference. Fifty-eight percent of the regional state university segment of the sample expressed preference for farm or country living. This figure is over 20 percent greater than the figure for their land grant university counterparts.

Selected Attitudes

Respondents were given seven statements on women's issues in order to determine their views on that subject. The regional state university portion of the sample indicates that the regional state university students are somewhat more traditional in their views of the roles of women than are the other students in the study.

The study groups in the survey share somewhat similar attitudes concerning ecological issues. The role of government in ecological issues is accepted

by a slightly lower percentage of the students in the regional state university sample (Table 14).

The respondents' perception about the field of agriculture is positive one. They believe, and somewhat more strongly than their counterparts in the study, that good career opportunities exist in agriculture and that agriculture is not a declining industry. They disagree, more than the others in the survey, that most work in agriculture can be done by people with very little education (Table 15).

In addition, the view that agriculture students are more friendly and helpful to other people, more willing to accept new and unusual ideas, more tolerant of people who come from different backgrounds, and more concerned with the state of the nation and the world is held by a higher percentage of the regional state university students than agriculture students in the land grant universities (Table 16).

Table 1. General background characteristics of respondents (Percentages).

	All 1862 Schools	Regional State Universities
1. Sex	N=2533	N=233
Male	72.8	77.3
Female	27.2	22.7
2. Racial/Ethnic identity	N=2519	N=233
White/Anglo	94.8	94.8
Other	5.2	5.2
3. Country of Citizenship	N=2526	N=233
USA	97.4	98.7
Other	2.6	1.3
4. College Classification	N=2525	N=219
Freshman	18.2	27.0
Sophomore	21.5	19.3
Junior	25.5	22.3
Senior	31.5	25.3
Graduate/Other	2.2	6.0
5. Marital Status	N=2516	N=233
Single	85.2	82.0
Married	13.5	15.9
Separated/Divorced	1.3	2.1
6. Place where respondent lived most of his/her life	N=2525	N=233
Farm/ranch	19.8	45.9
Open country	8.4	11.2
Small town	13.8	13.3
City, 10,000-49,999	20.9	16.3
Metro	37.2	12.9
7. Place where respondent's father was raised	N=2505	N=233
Farm/ranch	33.4	57.9
Open country	10.7	8.6
Small town	19.3	14.6
City, 10,000-49,999	14.3	7.7
Metro	22.3	11.2

(continued)

Table 1. (Continued) General background characteristics of respondents

	All 1862 Schools	Regional State Universities
8. Place where respondent's mother was raised	N=2487	N=229
Farm/ranch	26.7	48.5
Open country	10.7	13.7
Small town	23.0	16.3
City, 10,000-49,999	29.3	10.3
Metro	10.2	11.2
9. Parents' current residence	N=2518	N=233
Farm	24.6	56.2
Non-farm	75.4	43.8
10. Parents' farming status	N= 907	N=142
Full-time farmers	33.3	41.5
Part-time farmers	48.4	45.8
Non-farmers	18.3	12.7
11. Parents' average yearly income	N=2215	N=208
Less than $10,000	10.0.	20.7
$10,000 to $14,999	16.4	24.5
$15,000 to $19,999	16.4	19.2
$20,000 to $49,999	47.8	28.4
$50,000 and over	9.4	7.2
12. Father's educational attainment	N=2491	N=228
Less than 12 yrs.	12.2	29.6
High School graduate	21.4	28.3
Post-secondary training	21.8	18.5
College graduate	25.9	12.9
Graduate work	18.0	10.7
13. Mother's educational attainment	N=2477	N=229
Less than 12 yrs.	8.2	24.0
High School graduate	33.2	36.9
Post-secondary training	28.8	22.3
College graduate	21.4	8.6
Graduate work	7.6	8.2
14. Respondent's political orientation	N=2416	N=218
Conservative	31.5	25.2
Moderate	40.3	53.7*
Liberal	28.2	21.1

(continued)

*Includes don't know

Table 1. (Continued) General background characteristics of respondents

	All 1862 Schools	Regional State Universities
15. Father's political orientation	N=2384	N=213
Conservative	56.0	45.5
Moderate	37.0	47.9*
Liberal	7.0	6.6
16. Mother's political orientation	N=2397	N=213
Conservative	50.6	37.0
Moderate	40.6	54.5*
Liberal	8.8	8.5

*Includes don't know

Table 2. High School background characteristics of respondents (Percentages)

	All 1862 Schools	Regional State Universities
1. High School GPA	N=2535	N=233
A	27.4	20.2
B	54.1	56.7
C or below	18.5	23.1
2. Were agriculture courses offered in respondent's high school?	N=2505	N=233
Yes	47.6	64.8
No	48.3	35.2
3. Did respondent take any agriculture courses in high school?	N=2493	N=233
Yes	23.2	45.5
No	76.8	54.5
4. Were home economics courses offered in respondent's high school?	N=2494	N=233
Yes	90.3	94.9
No	7.6	5.1
5. Did respondent take any home economics courses in high school?	N=2488	N=233
Yes	17.6	21.9
No	82.4	78.1
6. Did one course in high school, more than any other course, influence respondent's decision to major in agriuclture or home economics?	N=2531	N=233
Yes	23.6	35.6
No	76.4	64.4
7. If "yes," was this course in	N= 579	N= 83
Agriculture	36.1	75.9
Home Economics	-	-
Biological Sciences	54.8	20.5
Physical Science	-	-
Other	9.1	3.6

(continued)

Table 2. (Continued) High School background characteristics of respondents.

	All 1862 Schools		Regional State Universities	
8. High school activities in which respondent participated				
Athletic teams	N=2459	40.9	N=215	47.0
Intramurals	N=2147	40.4	N=195	40.0
Cheerleading	N=2053	17.9	N=185	32.0
Debate, Drama, Chorus, Band	N=2100	34.2	N=182	34.6
Hobby clubs	N=2067	21.2	N=175	18.9
Honorary clubs	N=2160	33.3	N=183	26.8
Newspaper/yearbook	N=2125	20.4	N=183	20.2
Subject matter clubs	N=2157	36.7	N=187	34.2
Student Government	N=2167	20.3	N=188	34.6
4-H	N=2049	12.0	N=180	43.3
FFA	N=2071	9.0	N=197	49.2
FHA	N=1937	3.9	N=163	9.8
Other Vocational clubs	N=2004	10.5	N=180	15.0

Table 3. Agricultural and non-agricultural work experiences of respondents (Percentages).

Type of work-experience	All 1862 Schools		Regional State Universities	
Farm or ranch work on home farm	N=2303	47.0	N=223	76.7
Farm or ranch work elsewhere as a hired employee	N=2285	47.2	N=218	69.7
Other agriculture-related work	N=2263	58.2	N=211	64.5
Home economics related work as a hired employee	N=2089	5.1	N=194	3.6
Other work experiences	N=2381	88.2	N=211	79.6

Table 4. People deemed "very influential" or of "some influence" in helping respondent to choose his/her college major. (Percentages)

	All 1862 Schools				Regional State Universities			
		Very Influential	+ Some Influence	= Total Influence		Very Influential	+ Some Influence	= Total Influence
Mother	N=2487	13.7	47.2	60.4	N=226	20.8	48.2	69.0
Father	N=2475	21.9	43.6	65.5	N=226	29.6	43.8	73.4
Brother	N=2292	5.6	16.1	21.7	N=208	10.1	24.0	34.1
Sister	N=2320	2.0	14.5	16.5	N=214	5.6	20.6	26.2
Other relative	N=2426	7.5	21.4	28.9	N=215	8.8	27.0	35.8
High School friend	N=2425	4.7	20.4	25.1	N=217	6.9	25.8	32.7
High School counselor	N=2419	2.6	13.6	16.2	N=215	6.5	12.6	19.1
County Extension Agent	N=2410	2.3	7.6	9.9	N=220	6.8	10.9	17.7
Vocational Ag. teacher	N=2404	6.5	8.4	14.9	N=218	22.9	14.2	37.1
Home Economics teacher	N=2380	0.5	1.9	2.4	N=212	0.9	1.4	2.4
Other teacher or principal	N=2400	5.7	16.1	21.8	N=213	7.1	19.7	26.8
College friend	N=2422	10.1	24.4	34.5	N=212	10.4	26.9	37.3
College teacher or advisor	N=2414	12.4	24.1	36.5	N=217	17.1	29.9	47.0
Former student	N=2403	6.7	15.4	22.1	N=211	6.2	19.9	26.1
Dean or Associate Dean of Ag. or Home Economics	N=2396	3.3	8.6	11.9	N=210	1.0	5.2	6.2
Veterinarian	N=2417	8.9	12.9	21.8	N=213	8.5	16.4	24.9
Clergyman	N=2398	1.0	4.8	5.8	N=211	0.5	4.2	4.7

Table 5. Things deemed of "very important" or "some importance" in choosing respondent's present major. (Percentages)

Things Deemed Important	All 1862 Schools				Regional State Universities			
		Very Important	+ Some Importance	= Total Importance		Very Important	+ Some Importance	= Total Importance
Scholarship and/or financial assistance	N=2398	6.6	10.6	17.2	N=208	6.7	18.8	25.5
To prepare for a career	N=2430	72.5	22.1	94.6	N=216	77.3	17.6	94.9
To help others	N=2403	27.1	45.3	72.4	N=211	25.6	46.4	72.0
A preference of country life to city life	N=2410	47.4	29.3	76.9	N=213	16.0	24.4	85.5
Successful prior experience in agriculture	N=2386	23.3	25.2	48.5	N=210	42.4	28.1	70.5
Successful prior experience in home economics	N=2352	0.7	3.2	3.9	N=207	1.0	3.8	4.8
My friends were in this major	N=2391	2.6	13.9	16.7	N=209	3.8	21.1	24.9
My family thought it would be best	N=2397	2.4	17.6	20.0	N=209	2.4	33.5	35.9
High school teacher or advisor suggested it	N=2390	2.4	9.0	11.4	N=210	5.2	17.1	22.3
College teacher or advisor suggested it	N=2377	4.7	15.2	19.9	N=207	7.7	20.3	28.0
Had a course related to this in high school	N=2377	5.8	13.4	19.2	N=210	20.0	15.7	35.7
Had a course related to this in college	N=2379	11.9	19.5	3.4	N=211	14.7	20.4	35.1
Chance to make better grades	N=2365	2.8	13.6	16.4	N=211	4.3	26.0	30.3
It would insure a good income	N=2381	15.1	41.7	56.8	N=211	21.3	50.7	72.0
Other	N=1220	42.7	3.8	46.5	N= 97	53.6	46.4	100.0

Table 6. Membership in agriculture or home economics related organizations while at college. (Percentages)

	All 1862 Schools		Regional State Universities	
Department clubs	N=2309	39.8	N=198	34.9
Judging teams	N=2269	12.8	N=202	27.8
Honor fraternities/sororities	N=2255	17.1	N=198	9.6
College 4-H/FFA/FHA	N=2336	9.4	N=197	17.8
Student agriculture or home economics council	N=2229	5.8	N=197	8.1
Social fraternities/sororities	N=2267	15.6	N=196	18.4
Professional societies/associations	N=2267	20.3	N=196	13.8

Table 7. Position as a leader or officer in agriculture or home economics related organizations while in college. (Percentages)

	All 1862 Schools		Regional State Universities	
Department clubs	N= 714	33.3	N= 59	44.1
Judging teams	N= 217	50.7	N= 32	43.8
Honor fraternities/sororities	N= 284	22.9	- -	- -
College 4-H/FFA/FHA	N= 156	55.1	N= 30	80.0
Student agriculture or home economic council	N= 100	40.0	N= 16	50.0
Social fraternities/sororities	N= 291	61.9	N= 36	75.0
Professional societies/associations	N= 344	26.2	N= 27	48.1

Table 8. Sources of funds for college education. (Percentages)

	All 1862 Schools		Regional State Universities	
Scholarships	N=2331	26.7	N=205	38.5
Student loans or grants	N=2318	24.8	N=207	37.7
Own savings	N=2370	75.6	N=212	83.0
Part-time work while at college	N=2356	54.7	N=211	55.0
Parents	N=2412	84.5	N=209	72.7
Veterans benefits	N=2298	8.0	N=202	11.9
Spouse	N=2288	10.6	N=200	12.5
Other relative or friends	N=2291	9.9	N=201	12.4
Summer job	N=2373	78.2	N=214	76.2
Other	N=1369	13.4	N=116	26.7

Table 9. Educational aspirations (Percentages)

	All 1862 Schools	Regional State Universities
1. Educational goal	N=2448	N=221
Quit school before bachelor's degree	2.5	2.5
Complete work for a bachelor's degree	31.7	24.4
Complete program for a master's degree	27.2	30.3
Professional degree	21.2	24.2
Complete program for a doctoral degree	17.4	18.6
2. For those expecting to do graduate work		
Percent expecting to remain in an agriculture or home economics related concentration	N=1260 82.5	N=143 87.4
Percent expecting to remain at their present university	N=1227 57.7	N=138 50.7

Table 10. Educational expectations (Percentages)

	All 1862 Schools	Regional State Universities
	N=2443	N=221
Quit school before bachelor's degree	2.9	9.1
Complete work for a bachelor's degree	57.1	43.0
Complete program for a master's degree	21.7	32.0
Professional degree	13.3	13.6
Complete program for a doctoral degree	5.0	2.3

Table 11. Farming plans and residential preference (Percentages)

	All 1862 Schools	Regional State Universities
1. Expectation of inheriting a farm or ranch	N=2492	N=233
Definitely expect to	15.9	22.6
Some possibility of it	31.5	37.6
Definitely won't	51.8	38.5
Already inherited one	0.7	1.3
2. Expectation of owning a farm or ranch	N=2472	N=226
Yes, own alone	29.4	68.6
Yes, own with others	17.9	16.8
No	52.7	14.6
3. Residential preference	N=2497	N=230
Farm/ranch	37.9	58.0
Open country	20.1	13.9
Small town (under 10,000)	9.7	7.4
City, 10,000-50,000	16.9	15.5
Metro	15.5	5.2

Table 12. Income expectation on respondents' first job (Percentages)

	All 1862 Schools	Regional State Universities
	N=2384	N=233
Under $10,000	36.7	40.3
$10,000 - 14,999	51.7	48.9
$15,000 - 19,999	7.6	6.5
$20,000 and over	4.0	4.3

Table 13. Selected attitudes of respondents on Women's Issues. (Percent strongly agreeing or agreeing)

	All 1862 Schools				Regional State Universities			
		Strongly Agree	+ Agree	= Total Agreement		Strongly Agree	+ Agree	= Total Agreement
1. Women in college are more concerned with getting a husband than with preparing for a career.	N=2487	2.9	17.3	20.2	N=233	2.1	13.3	15.4
2. The husband and wife should be equal partners in the marriage.	N=2498	53.4	36.8	90.2	N=233	49.8	38.6	88.4
3. It is alright for a woman to work but her real fulfillment in life comes with motherhood.	N=2489	10.7	22.9	33.6	N=233	15.0	27.9	42.9
4. A woman who does the same work as a man should receive the same pay.	N=2502	59.6	35.9	95.5	N=233	51.9	42.9	94.8
5. I would feel uncomfortable if my supervisor at work were a woman.	N=2502	5.6	12.0	17.6	N=233	3.4	15.5	18.9
6. Women are capable of performing as well as men at work outside the home.	N=2488	23.4	37.6	61.0	N=233	17.2	39.1	56.2
7. It's alright for women to work full-time even though their children are in school.	N=2499	12.2	37.7	49.9	N=233	11.2	36.5	47.7
8. Most agricultural occupations are unsuited for women.	N=2500	3.4	20.1	23.5	N=233	4.7	19.7	24.4
9. Women should work full-time only before they have children	N=2490	6.1	19.6	25.7	N=233	7.7	15.5	23.2

Table 14. Selected attitudes of respondents on ecological issues. (Percent "strongly agreeing" or "agreeing")

	All 1862 Schools				Regional State Universities			
		Strongly Agree	+ Agree	= Total Agreement		Strongly Agree	+ Agree	= Total Agreement
1. The government should be able to force farmers to adopt soil conservation practices if they have erosion problems.	N=2487	15.0	33.3	48.3	N=233	12.9	31.8	44.7
2. Greater regulation is needed on the use of chemicals in agriculture.	N=2490	20.6	36.4	57.0	N=233	15.9	39.1	55.0
3. Economic progress that results in the destruction of places of natural beauty needs to be stopped.	N=2490	35.3	39.2	74.5	N=233	30.5	37.3	67.8
4. Strip mining coal to provide energy for our country is more important than keeping the countryside in its natural condition.	N=2480	2.1	12.3	14.4	N=233	3.9	11.6	15.5

Table 15. Respondents' perception about the field of agriculture. (Percentages)

	All 1862 Schools				Regional State Universities			
		Strongly Agree	+ Agree	= Total Agreement		Strongly Agree	+ Agree	= Total Agreement
1. There are good career opportunities in agriculture.	N=2497	40.4	46.5	86.9	N=233	47.6	44.2	91.8
2. Most work in agriculture can be done by people with little education.	N=2496	1.2	11.7	13.9	N=233	1.7	9.0	10.7
3 Agriculture is a declining industry.	N=2497	3.0	5.1	8.1	N=233	2.6	3.4	6.0

Table 16. Respondents' perception about agriculture students (Percentages)

	All 1862 Schools	Regional State Universities
1. Agriculture students are sure of what they want to do in life	N=2435	N=226
More than non-ag. students	42.5	53.6
Same as non-ag. students	55.0	44.2
Less than non-ag. students	2.5	2.2
2. Agriculture students are interested in competing for high grades	N=2438	N=226
More than non-ag. students	7.1	8.0
Same as non-ag. students	73.8	73.9
Less than non-ag. students	19.2	18.1
3. Agriculture students are interested in classical music and good literature	N=2418	N=227
More than non-ag. students	2.9	4.0
Same as non-ag. students	46.9	42.3
Less than non-ag. students	50.2	53.7
4. Agriculture students are friendly and helpful to other people	N=2431	N=226
More than non-ag. students	55.0	63.3
Same as non-ag. students	43.2	35.4
Less than non-ag. students	1.8	1.3
5. Agriculture students are willing to accept new and unusual ideas	N=2420	N=226
More than non-ag. students	16.0	23.0
Same as non-ag. students	66.7	66.8
Less than non-ag. students	17.3	10.2

(continued)

Table 16. (Continued) Respondents' perception about agriculture students. (Percentages)

	All 1862 Schools	Regional State Universities
6. Agriculture students are interested in making alot of money	N=2432	N=225
More than non-ag. students	5.7	11.6
Same as non-ag. students	69.7	77.3
Less than non-ag. students	24.6	11.1
7. Agriculture students are tolerant of people who come from a different background	N=2432	N=226
More than non-ag. students	19.8	28.3
Same as non-ag. students	59.2	56.6
Less than non-ag. students	21.0	15.1
8. Agriculture students are seriously concerned about the state of the nation and of the world	N=2440	N=227
More than non-ag. students	29.1	33.9
Same as non-ag. students	62.1	56.8
Less than non-ag. students	8.8	9.3
9. Agriculture students are interested in having a good time at college	N=2432	N=226
More than non-ag. students	10.9	8.4
Same as non-ag. students	81.6	85.4
Less than non-ag. students	7.5	6.2